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ABSTRACT

Content and performance-mode codes were used in a page-by-page examination of seven commonly used spelling series in a study of the content of elementary spelling instruction and the kinds of spelling practice provided by current spelling texts. The codes were processed by computer to permit analysis of what is taught. Results showed that most spelling programs shared a common content base; however, the programs varied in specific content, in sequencing of content, and in approaches to content. The amount, type, and relevance of practice also varied considerably among and within programs. (Author/FL)

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ELEMENTARY SPELLING: WHAT'S REALLY TAUGHT

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ABSTRACT

This study investigated the content of elementary spelling instruction and the kinds of spelling practice provided by current spelling texts. Content and performance-mode codes were used in a page-by-page examination of seven commonly used spelling series. These codes were processed by computer to permit analysis of what is taught. A common content base is found in most spelling programs, but the programs vary in specific content, in sequencing of content, and in approaches to content. The amount, type, and relevance of practice also vary considerably among and within programs. The data from this study provide a powerful base for the design of student assessments that are sensitive to what students have actually been taught.

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ELEMENTARY SPELLING: WHAT'S REALLY TAUGHT

Bruce Cronnell and Ann Humes

The content of elementary school instruction is frequently based on the content of textbooks because teachers generally do not have the time or resources to devise all of their own instruction; they must depend on what is available. Consequently, what students learn is often a function of what their textbooks present. In this study, elementary spelling textbooks were investigated to determine the nature of current spelling instruction. The results of this investigation provide (1) a better understanding of the instruction found in the schools, and (2) a data base for developing assessment instruments that reflect both the content that students have been taught and the manner in which that content is presented and practiced.

This paper describes the three aspects of the study: (1) the coding indices used to describe spelling textbooks, (2) the coding process, and (3) the results of the analysis. The present work with spelling is derived from similar earlier work in reading and mathematics (Buchanan and Milazzo, 1977).

The Coding Indices

Two indices were prepared to describe spelling textbooks: the Content Index (which describes the spellings being taught) and the Performance Mode Index (which describes the ways in which this content is presented and practiced).

The Content Index (Appendix A) was derived from Russell (1975) and Cronnell (1971) and from a preliminary analysis of a number of textbooks. Twenty-nine major categories of spelling content were established:

Consonants

- Invariable single consonants
- Variable consonants
- Consonant digraphs
- Miscellaneous doubled consonants
- Miscellaneous silent consonants

Vowels

- Short vowels
- Long vowels
- Vowel-

Affixation

- Inflectional suffixes
- Derivational suffixes and endings
- Endings
- Prefixes and beginnings
- Affixation processes

Structures

- Dictionary skills
- Homophones
- Compounds
- Irregular words
- Contractions
- Abbreviations
- Syllabication
- Special sets of words
- Segments
- Whole words

Non-spelling

Miscellaneous

Several features should be noted about the above listing.

Non-spelling categories were included because non-spelling activities (e.g., handwriting, grammar) occur in many textbook series. Some of the other categories are of questionable value to spelling (e.g.,

syllabication, miscellaneous silent consonants), but they were included because they also occur in many series. In addition, the organization of the major categories was in part determined by the computer program that had been established for the previous work in reading and mathematics. Consequently, if a theoretically appropriate major category (e.g., suffixes and endings) had more subcategories than allowed by the program, it was divided into suitable new major categories. However, this decision to use available programming rather than require new programming did not have a serious effect on either coding or analysis.

Each major category includes up to 50 subcategories that define spelling content more precisely. The first 44-45 subcategories are mutually exclusive, e.g., short /e/ spelled with e, short /e/ spelled with ea. However, when appropriate, another subcategory can be employed in conjunction with the preceding subcategories to delineate specific uses, e.g., initially, medially, finally. In most major categories, an "Other" code was established to permit coverage of unspecified low frequency spellings.

The Performance Mode Index (Appendix B) was derived from Humes (1976), which describes the instructional specifications for a research-based spelling program. The performance modes were numbered 51-99 so that they could be used in conjunction with all of the 50 content subcategories previously described. Performance modes numbered 51-60 are verbs describing the motor skills involved in the exercise task, e.g., "underline," "write." Performance modes numbered

61-99 are noun phrases (i.e., direct objects of the verbs) describing the stimulus and response characteristics of the exercise task, e.g., "word that rhymes," "word for picture." Together the verbs and the noun phrases form directions for performing exercise tasks, e.g., "underline word that rhymes," "write word for picture." A variety of performance modes appearing in textbook exercises can be described by the many possible combinations of the verbs and noun phrases.

Procedures

Seven commonly used commercial spelling series were selected for initial coding. At present, four series have been coded for grades 1-8; the remaining series have been coded for grades 1-3.

Each instructional exercise was coded for a major content-area category. At least one subcategory code was also used when (as was usually the case) specific content was being practiced. When the "Other" code was used, prose explanation was added. Then two Performance Modes codes were used--one verb and one noun phrase--to describe the task to be performed by the student. If either the content or the task was not covered by the available codes, it was described in prose.

The coded data were keypunched for computer processing. The codes were sorted first by grade level and then by major content area. Within each major content area, subcategories were listed in (page) order of appearance in the textbook. The computer printout converted

the numerical codes into their concomitant prose descriptions, thus providing an easily read listing of spelling content and practice. See Figure 1 for a sample computer listing.

Results*

In general, current popular spelling programs are consistent initially; they begin instruction with simple consonants and short vowels. However, one program does not include consonants, assuming that spelling instruction will not begin until the middle of first grade, by which time initial reading instruction will have covered simple consonants. After introducing simple consonants and short vowels, textbook series are no longer consistent; they vary considerably in both content and sequencing. A certain number of high-frequency spellings occur in all series in varying sequences. The occurrence of lower-frequency spellings is even less predictable, both for their presence or absence and for their grade level of introduction.

Some examples will suggest this variability. Although x is commonly taught in first grade, it may be introduced as late as third grade; although qu is usually taught by second grade (often in first), at least one program waits until fourth grade. Some programs introduce (often quickly) a large number of long-vowel spellings in first grade; other programs do not teach any long-vowel spellings until second grade. The oy spelling is taught as early as first grade and as late as fifth grade. The be- prefix is often taught in third grade, but sometimes not at all in grades 1-6. (Affixes, in particular, are subject to much variation.) Thus, although there is considerable

*Teanna Boscon contributed to the coding and to data analysis.

Figure 1

Sample Computer Listing

SOUTHWEST REGIONAL LABORATORY
EDUCATIONAL RESEARCH AND DEVELOPMENT
PROFICIENCY VERIFICATION SYSTEM
SORT PROCEDURE FOR SPELLING
PAGE 33

PROGRAM: 5, GRADE: 3

SKILL: 22 LONG VOWELS

PAGE:	PAGE CONTENTS:
47	LONG /O/ - OA* WRITE* WORD THAT COMPLETES SENTENCE
47	LONG /O/ - O* WRITE* WORD THAT COMPLETES SENTENCE* OLD
47	LONG /O/ - O...E* WRITE* WORD THAT COMPLETES SENTENCE
48	LONG /O/* WRITE* WORD THAT COMPLETES SENTENCE
48	LONG /I/* WRITE* WORD THAT COMPLETES SENTENCE
50	LONG /I/ - I...E* CHOOSE AND WRITE* WORD(S) WITH SEGMENT
50	LONG /A/ - A...E* CHOOSE AND WRITE* WORD(S) WITH SEGMENT
50	LONG /(Y)U/* OTHER SPELLING* CHOOSE AND WRITE* WORD(S) WITH SPECIFIED SOUND* O...E * TREATED AS IRREGULAR* LOSE, PROVE
60	LONG /A/* CHOOSE AND WRITE* WORD(S) WITH SPECIFIED SOUND
60	CHOOSE AND WRITE* WORD(S) WITH SPECIFIED SOUND
60	UNDERLINE* LETTER(S) FOR SPECIFIED SOUND
60	LONG /I/ - I* CHOOSE AND WRITE* WORD(S) WITH SPECIFIED SOUND
65	LONG /E/* CHOOSE AND WRITE* WORD(S) WITH SPECIFIED SOUND* (FINAL E MARKER)
65	LONG /A/* CHOOSE AND WRITE* WORD(S) WITH SPECIFIED SOUND* (FINAL E MARKER)
65	UNDERLINE* WORDS WITH 2 VOWELS TOGETHER
66	LONG /A/ - A...E* WRITE* WORD FROM PRONUNCIATION SYMBOLS* ASTE * TREATED AS IRREGULAR
70	LONG /(Y)U/ - OO* CHOOSE AND WRITE* WORD(S) WITH SPECIFIED SOUND
70	LONG /(Y)U/ - OO* WRITE* WORD FOR PICTURE
71	LONG /(Y)U/ - OO* WRITE* WORD THAT COMPLETES SENTENCE
71	LONG /(Y)U/ - OO* CHOOSE AND WRITE* PRONUNCIATION SYMBOL FOR SOUND
71	LONG /(Y)U/ - OO* WRITE* WORD FOR PICTURE
72	LONG /(Y)U/ - OO* WRITE* WORD THAT COMPLETES SENTENCE
73	LONG /(Y)U/
73	LONG /(Y)U/ - OO* WRITE* WORD THAT COMPLETES SENTENCE
78	LONG /(Y)U/ - OO* WRITE* WORD THAT COMPLETES SENTENCE

commonality of content, there is also great diversity as to when and whether certain content should be taught.

However, once spelling programs introduce content, they frequently return to it year after year. The amount of review/reteaching is considerable in most textbooks, particularly for vowels. Once a vowel spelling is taught, it is generally repeated at each following grade. A few consonants also get this repetitious treatment, as do most suffixes. Repetition may sometimes be justified on the basis of difficulty, but in many cases the repeated spellings are quite simple; for example, short /a/ spelled with a and /sh/ spelled with sh are generally taught in each of grades 1-6; the -s and -es suffixes (primarily for plurals) are commonly taught in each of grades 2-6. If students really do need so much review instruction, the appropriateness of their initial instruction is then questionable. (Thus, does this repetition in textbooks suggest that publishers recognize that they cannot or do not actually teach what they purport to teach?) On the other hand, any students who actually learn when initially taught must be bored with the insistent repetition.

A possible reason for some of this repetition of spelling content is that textbooks seem to be based on two conflicting principles. Most current spelling programs are organized around phonics principles and spelling rules; however, they also emphasize grade-level word lists. Since words from these lists are presented at higher grade levels than the spellings they contain, the textbooks must review the spellings in order to have a reason for teaching the words. Therefore, despite their purported phonics, rule-based approaches, spelling

textbooks commonly are concerned with teaching words rather than spellings. This emphasis also shows up in the spelling practice, as will be noted below.

In addition to the variations in content, the amount and kind of instruction and practice vary considerably. For example, some programs give extensive instruction and practice on consonant clusters (blends); some provide no explicit instruction, but include practice randomly scattered within instruction for other content; still others never explicitly mention consonant clusters in either instruction or practice. However, words that have consonant clusters are included in all series; thus students' ability to spell such words may vary considerably, depending on the amount and nature of instruction and practice in their particular textbooks.

Analysis of the performance modes provides a description of the spelling practice that students receive. Frequently the amount of practice is small. Spelling books are generally about the same length, but at the same grade level, the number of responses per page varies considerable. Some programs have pages with as few as 5-6 responses, while others never drop below 10-15 responses. Since time on task is an important determinant of school success, programs with little practice will probably produce poorer spellers than programs that provide more practice opportunities.

Additionally, the relevance of the spelling practice is often questionable. An outstanding example of irrelevance is a lesson in one series in which students never actually write the spelling unit

being taught (wh); rather, they write the endings of words beginning with wh. While relevance is hard to measure, it is clearly an important factor in students' learning; students cannot be expected to learn from irrelevant practice.

A disturbing feature of most spelling programs is that they rarely require students to perform realistic spelling tasks. In "real-world" spelling, students must generate a spelling on their own, in response to either an internal or an external need. Thus the purpose of spelling instruction should be to prepare students to spell words independently. However, the practice provided by spelling books most commonly involves writing the words that are printed on the page. Sometimes the spelling task explicitly directs students to copy words. More often, the task entails choosing a listed word and writing it--another kind of copying task. Although some tasks can be completed without looking at the words printed on the page, students may not do so. Instead, some, if not many, students probably complete all of their spelling practice by merely copying words. This kind of practice is not congruent with education's terminal goal of self-generated spelling. For this goal, textbooks frequently provide no practice.

Conclusion

As a result of this study of spelling textbooks, it is possible to have a much better understanding of what actually happens in spelling instruction in the elementary school. This knowledge is particularly valuable in the design of assessment instruments since

It permits the construction of tests that parallel instruction.
To test students on what they have not been taught is unfair; analysis
of the content and nature of instruction is a necessary first step
before tests can be written that accurately reflect learning.

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Appendix A

Spelling Content Index

010 Consonants	37 /v/	021 Short vowels
45 initially	38 /v/ → <u>v</u>	01 /a/ → <u>a</u>
46 medially	39 /v/ → <u>ve</u>	02 /e/
47 finally	40 /z/	03 /e/ → <u>e</u>
	41 /z/ → <u>z</u>	04 /e/ → <u>ea</u>
	42 /z/ → <u>s</u>	05 /i/
	43 /z/ → <u>se</u>	06 /i/ → <u>i</u>
	44 /z/ → <u>ze</u>	07 /i/ → <u>y</u>
011 Invariable single consonants		08 /o/ → <u>o</u>
01 /b/ → <u>b</u>	45 initially	09 /o/
02 /d/ → <u>d</u>	46 medially	10 /o/ → <u>o</u>
03 /g/ → <u>g</u>	47 finally	11 /o/ → <u>a</u>
04 /h/ → <u>h</u>	48 environment taught	12 /o/ → <u>au</u>
05 /p/ → <u>p</u>	49 environment not taught	13 /o/ → <u>ough</u>
06 /t/ → <u>t</u>	50 other spelling	14 /o/ → <u>aw</u>
07 /w/ → <u>w</u>		15 /o/ → <u>ough</u>
08 /ks/ → <u>x</u>	013 Consonant digraphs	16 /u/
09 /y/ → <u>y</u>	01 /ch/	17 /u/ → <u>u</u>
10 clusters	02 /ch/ → <u>ch</u>	18 /u/ → <u>o</u>
11 /c/ → <u>cc</u> /V <u>v</u>	03 /ch/ → <u>tch</u>	19 /u/ → <u>o...e</u>
12 /c/ → <u>c</u> /V <u>v</u>	04 /ng/	20 /u/ → <u>ou</u>
	05 /ng/ → <u>ng</u>	21 /û/
45 initially	06 /ng/ → <u>n</u>	22 /û/ → <u>u</u>
46 medially	07 /sh/	23 /û/ → <u>oo</u>
47 finally	08 /sh/ → <u>sh</u>	24 /a/ [not in affix]
49 not explicitly taught	09 /sh/ → <u>ch</u>	
50 other spelling	10 /th/, /th/ → <u>th</u>	45 initially
	11 /hw/ → <u>wh</u>	46 medially
012 Variable consonants		47 finally
01 /f/	45 initially	48 environment taught
02 /f/ → <u>f</u>	46 medially	49 environment not taught
03 /f/ → <u>ff</u>	47 finally	50 other spelling
04 /f/ → <u>ph</u>	48 environment taught	
05 /j/	49 environment not taught	022 Long vowels
06 /j/ → <u>j</u>	50 other spelling	01 /ā/
07 /j/ → <u>g</u>		02 /ā/ → <u>a</u>
08 /j/ → <u>ge</u>	014 Miscellaneous doubled consonants	03 /ā/ → <u>a...e</u>
09 /j/ → <u>dge</u>	015 Miscellaneous silent consonants	04 /ā/ → <u>ai</u>
10 /j/ → <u>dq</u>		05 /ā/ → <u>ay</u>
11 /k/	020 Vowels	06 /ā/ → <u>ei</u>
12 /k/ → <u>k</u>	45 initially	07 /ā/ → <u>eigh</u>
13 /k/ → <u>c</u>	46 medially	08 /ā/ → <u>ey</u>
14 /k/ → <u>ck</u>	47 finally	09 /ē/
15 /k/ → <u>ch</u>		10 /ē/ → <u>e</u>
16 /rw/ → <u>qu</u>		11 /ē/ → <u>c...e</u>
17 /l/		12 /ē/ → <u>ea</u>
18 /l/ → <u>l</u>		13 /ē/ → <u>ee</u>
19 /l/ → <u>ll</u>		14 /ē/ → <u>i</u>
20 /m/		15 /ē/ → <u>ie</u> [not suffix/ending]
21 /m/ → <u>m</u>		16 /ī/
22 /m/ → <u>mb</u>		17 /ī/ → <u>i</u>
23 /n/		18 /ī/ → <u>i...e</u>
24 /n/ → <u>n</u>		19 /ī/ → <u>ie</u>
25 /n/ → <u>kn</u>		20 /ī/ → <u>igh</u>
26 /r/		21 /ī/ → <u>y</u>
27 /r/ → <u>r</u>		22 /ī/ → <u>y...e</u>
28 /r/ → <u>wr</u>		23 /ō/
29 /s/		24 /ō/ → <u>o</u>
30 /s/ → <u>s</u>		25 /ō/ → <u>o...e</u>
31 /s/ → <u>ss</u>		26 /ō/ → <u>oa</u>
32 /s/ → <u>c</u>		27 /ō/ → <u>oe</u>
33 /s/ → <u>sc</u>		28 /ō/ → <u>ou</u>
34 /s/ → <u>st</u>		29 /ō/ → <u>ow</u>
35 /s/ → <u>se</u>		
36 /s/ → <u>ce</u>		

30	/ (y) ū /
31	/ (y) ū / → <u>u</u>
32	/ (y) ū / → <u>u...e</u>
33	/ (y) ū / → <u>eu</u>
34	/ (y) u / → <u>ew</u>
35	/ u / → <u>oo</u>
36	/ (y) ū / → <u>ou</u>
37	/ (y) ū / → <u>ue</u>
38	/ (y) ū / → <u>ui</u>
39	/ oi /
40	/ oi / → <u>oi</u>
41	/ oi / → <u>oy</u>
42	/ ou /
43	/ ou / → <u>ou</u>
44	/ ou / → <u>ow</u>

45	initially
46	medially
47	finally
48	environment taught
49	environment not taught
50	other spelling

023 Vowel-r

01	/ ǣr / → <u>ar</u>
02	/ ər /
03	/ ər / → <u>are</u>
04	/ ər / → <u>air</u>
05	/ ər / → <u>ear</u>
06	/ ǣr /
07	/ ǣr / → <u>er</u>
08	/ ǣr / → <u>ir</u>
09	/ ər / → <u>ur</u>
10	/ ər / → <u>ear</u>
11	/ ər / → <u>or</u>
12	/ ǣr /
13	/ ǣr / → <u>ear</u>
14	/ ǣr / → <u>eer</u>
15	/ ǣr / → <u>ere</u>
16	/ ǣr / → <u>ire</u>
17	/ ǣr /
18	/ ǣr / → <u>ur</u>
19	/ ǣr / → <u>ore</u>
20	/ ǣr / → <u>oer</u>
21	/ ǣr / → <u>our</u>
22	/ ǣr / → <u>ar</u>
23	/ (y) ūr /
24	/ ūr / → <u>oor</u>
25	/ (y) ūr / → <u>ure</u>

45	initially
46	medially
47	finally
48	environment taught
49	environment not taught
50	other spelling

030 Affixation

031 Inflectional suffixes

01	- <u>a</u>
02	- <u>es</u>
03	- <u>ed</u>
04	- <u>ing</u>
05	- <u>er</u>
06	- <u>er</u> comparative
07	- <u>er</u> agentive
08	- <u>or</u>
09	- <u>est</u>
10	- <u>en</u>
11	possessives
12	possessive 's
13	possessive s'

44	base words
46	also with bound bases
49	only with bound base
50	other

033 Endings

01	<u>el</u>
02	<u>et</u>
03	<u>la</u>
04	<u>id</u>
05	<u>il</u>
06	<u>in</u>
07	<u>is</u>
08	<u>it</u>
09	<u>te</u>
10	<u>om</u>
11	<u>on</u>
12	<u>um</u>
13	<u>us</u>

45	also with free bases
50	other

034 Prefixes and beginnings

032 Derivational suffixes and endings

01	- <u>able</u>
02	- <u>age</u>
03	- <u>ain</u>
04	- <u>al</u>
05	- <u>an</u>
06	- <u>ance</u>
07	- <u>ant</u>
08	- <u>ar</u>
09	- <u>ard</u>
10	- <u>ary</u>
11	- <u>ate</u>
12	- <u>ence</u>
13	- <u>ent</u>
14	- <u>ern</u>
15	- <u>ery</u>
16	- <u>ful</u>
17	- <u>ible</u>
18	- <u>ic</u>
19	- <u>ice</u>
20	- <u>ie</u>
21	- <u>ify</u>
22	- <u>ine</u>
23	- <u>ion</u>
24	- <u>ish</u>
25	- <u>ist</u>
26	- <u>ity</u>
27	- <u>ive</u>
28	- <u>ize</u>
29	- <u>less</u>
30	- <u>ly</u>
31	- <u>ment</u>
32	- <u>ness</u>
33	- <u>ory</u>
34	- <u>ous</u>
35	- <u>teen</u>
36	- <u>th</u>
37	- <u>ty</u>
38	- <u>ure</u>
39	- <u>ute</u>
40	- <u>ward</u>
41	- <u>y</u>

44	base words
45	free bases
46	bound bases
47	free and bound bases
48	with palatalization
50	other

01	<u>a-</u>
02	<u>ad-</u>
03	<u>be-</u>
04	<u>con-</u>
05	<u>de-</u>
06	<u>dis-</u>
07	<u>e-</u>
08	<u>en-</u>
09	<u>ex-</u>
10	<u>in-</u>
11	<u>in-</u> ("inside")
12	<u>in-</u> ("not")
13	<u>inter-</u>
14	<u>mis-</u>
15	<u>ob-</u>
16	<u>per-</u>
17	<u>pre-</u>
18	<u>pro-</u>
19	<u>re-</u>
20	<u>se-</u>
21	<u>sub-</u>
22	<u>trans-</u>
23	<u>un-</u>
24	<u>ul-</u>
44	base words
45	free bases
46	bound bases
47	free and bound bases
48	with partial assimilation
49	with full assimilation
50	other

035 Affixation Processes

- 01 final e
- 02 e dropped
- 03 e retained before
consonant
- 04 e retained after
e or g
- 06 final y
- 07 y to i
- 08 y retained
before l
- 09 y retained
after a vowel
- 11 y dropped
- 12 doubling
- 13 doubling in one-
syllable words
- 14 doubling in two-
syllable words
- 15 non-doubling in one-
syllable words
- 16 non-doubling in two-
syllable words
- 17 le to y
- 18 f(e) to ves
- 19 le to ul
- 20 le to il
- 21 palatalization
- 22 t /sh/
- 23 ss /sh/
- 24 st /sch/
- 25 s /zh/
- 26 c /sh/
- 27 t /ch/
- 28 g /j/
- 29 d /j/
- 30 partial assimilation
- 31 full assimilation

- 44 base words
- 50 other

040 Structures

041 Dictionary skills

- 01 alphabetical order
- 02 alphabetize by first
letter
- 03 alphabetize by second
letter
- 04 alphabetize by third
letter
- 05 alphabetize by fourth
or higher letter
- 06 guide words
- 07 pronunciation symbols

- 50 other

042 Homophones

043 Compounds

- 01 hyphenated only
- 10 e retention
- 11 y retention

044 Irregular words

- 49 not taught as
irregular

045 Contractions

- 01 for be
- 02 for have
- 03 n't
- 04 'll
- 05 other

046 Abbreviations

047 Syllabication

- 01 C/C (identical)
- 02 C/C (different)
- 03 V/CV
- 04 VC/V
- 05 compounds
- 06 other

048 Special sets of words

- 01 days
- 02 holidays
- 03 months
- 04 numbers

- 50 other

049 Segments

- 01 final VC
- 02 final VCC
- 03 initial CV
- 04 final VCe

- 50 various positions

050 Whole words, using
taught spellings

- 01 CVC
- 02 (C)CVC(C)
- 03 (C)VCE
- 04 two syllables

900 Non-spelling

- 01 Handwriting
- 02 Composition
- 03 Reading
- 04 Etymology
- 05 Grammar
- 06 Punctuation
- 07 Capitalization

- 50 Other

999 Miscellaneous

Appendix B Spelling Performance Mode Index

Motor skill

- 51 Circle [or Draw line around]
- 52 Underline
- 53 Draw line between
- 54 Mark
- 55 Indicate yes or no
- 56 Fill in
- 57 Choose and write
- 58 Write
- 59 Copy
- 60 Write/Copy

Stimulus/Response characteristics

Visual discrimination

- 61 words
- 62 same segment in isolation
- 63 same segment in words
- 64 segment(s) same as sample in isolation
- 65 segment(s) same as sample in words
- 66 segment(s)
- 67 word(s) with segment

Aural discrimination

- 69 rhyme(s)
- 70 picture(s) with same sound
- 71 word(s) with same sound
- 74 picture(s) with specified sound
- 75 word(s) with specified sound
- 76 letter(s) for specified sound

Spelling sounds

- 77 words from pictured first sounds
- 78 letter(s) for oral stimulus
- 79 letter(s) for picture
- 80 letter(s) for pronunciation symbol(s)

Spelling words

- 81 homophone that completes sentence
- 82 word that means ...
- 83 word for oral stimulus
- 84 letters and then word for oral stimulus
- 85 word for picture
- 86 letters and then word for picture
- 87 homophone for picture
- 88 homophone for word
- 89 word for picture and then homophone
- 90 word that completes sentence
- 91 word that rhymes
- 92 word that is opposite
- 93 word from pronunciation symbols
- 94 identified misspelled word
- 95 unidentified misspelled word
- 96 segments together
- 97 affixed word in sentence--root given
- 98 crossword puzzle
- 99 word that is synonym